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ABSTRACT

Guidelines for the selection of teachers who will participate in the Thirteen-College Curriculum Program (TCCP) include a compilation of written materials and a list of recommended activities. The first part of this document provides a description of materials including the brochure, statement of the course, teacher selection criteria, ideal classroom questionnaire, teacher questionnaire, and other materials. A list of suggested activities is accompanied by a demonstration. A suggested sequence for teacher selection activity is included. (MJM)

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COLLEGE CURRICULUM PROGRAM

TEACHER SELECTION GUIDELINES

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Prepared by

INSTITUTE FOR SERVICES TO EDUCATION

COLLEGE CURRICULUM PROGRAM

TEACHER SELECTION GUIDELINES

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GUIDELINES FOR TEACHER SELECTION

Introduction

The selection of the teachers who will participate in the Thirteen-College Curriculum Program is one of the aspects of the program which has not received very much attention, in spite of its importance to the success of the program on the individual campus. It is clear that at some of the colleges in the program, especially at the very small ones, there is little choice involved in determining who will teach in the program. But at other schools, the opportunity exists for selecting from the available pool of teachers those best suited for the program.

ISE has compiled a collection of written materials and a list of recommended activities for the purpose of aiding directors and others responsible for the program in the teacher selection process. We feel generally, that the director should use such people as department chairmen, deans, division chairmen, program coordinators and perhaps other program teachers to assist him in recruiting teachers for the program. Further, we recommend that the collection of teachers invited to participate in the activities listed in this suggested guide be as large and as representative of the departments as possible, even to the extent of inviting persons in the departments who possibly will not be a part of the program. Thus, in this guide the term "prospective program teachers" refers to a broad, representative group of teachers in each curriculum area. Taking this approach, the selection process might be viewed as a vehicle for broadening the base of participation in the TCCP, a definite need, in view of the implementation efforts on

many of the campuses.

The list of materials and activities described in this guide, in addition to aiding directors in the selection of teachers for the program, can serve the following purposes: 1) to give prospective program teachers a feeling for the nature of the TCCP, and 2) to acquaint these teachers with--and hopefully, interest them in the Summer Conference program.

DESCRIPTION OF MATERIALS

The following are materials provided by ISE which directors might use to aid in teacher selection:

1. The Brochure, "This is TCCP"

This is a very short description of the TCCP which includes some historical facts and figures about the TCCP, ISE's role in working with the colleges, brief course descriptions and some of the accomplishments of the program. We see this brochure as a prospective program teacher's first glance at the program, and therefore the details have been kept at a minimum. The brochure might also be distributed throughout the several departments to promote campus-wide interest in the TCCP.

2. Statement of the Course

At some time after initial interest has been generated, prospective program teachers will probably be concerned about some of the specifics of the TCCP courses. For this reason we have provided a Course Statement of each curriculum area in which fairly detailed descriptions of the course philosophy, teaching style and materials are given. The Course Statements might be viewed as a continuation and elaboration of the material contained

in the brochure. We recommend that the prospective teacher have a brochure or at least some initial information about the program before receiving the Course Statement.

3. Teacher Selection Criteria

Experience has indicated that not every teacher can work effectively in an innovative program such as the TCCP. The Teacher Selection Criteria confronts the difficult task of suggesting the attributes and characteristics which might identify prospective program teachers. The main feature of this document is a teacher evaluation chart. We hasten to stress that this chart is only a suggested format for the evaluation of prospective teachers. Directors of the program might wish to revise the format or devise other schemes to aid in this facet of teacher selection. The chart might be used in a variety of ways. For example, other administrators, especially department chairmen, might be asked to rank individual teachers with whom they are familiar. The director might choose to confer separately with individuals who fill in the chart or he might elect to hold a meeting jointly with all who participate in evaluating prospective teachers.

4. Ideal Classroom Questionnaire

In this questionnaire, teachers have been asked to indicate those factors that they think comprise an ideal teaching situation. We suggest that the questionnaire be distributed early in the teacher selection process. It may serve as one of several effective indicators of program prospects.

5. Teacher Questionnaire

We have designed a short questionnaire, which we suggest be

given to teachers after they have reasonable introduction to the TCCP. The questionnaire provides teachers an opportunity to express their feelings about the philosophy and the teaching style of the TCCP, about the possible application of some of the TCCP techniques in their classes, and about the possibility of attending a Summer Conference. The directors may wish to revise this list of questions or use a different set altogether. It is felt, however, that somewhere in the selection process, provisions should be made for teachers' written response. While we would not suggest that you regard the answers to such a questionnaire as commitments to serve in the program, these responses could be regarded as preliminary indicators of willingness to be considered for the program.

6. Other Materials

At some time during the selection process, the director may wish to distribute copies of the Progress Report and the Research Report of the TCCP. Both of these reports are comprehensive summaries of the TCCP accomplishments.

LIST OF SUGGESTED ACTIVITIES

The following list of activities is suggested to complement the materials described above. The order and dates of occurrences of such activities would necessarily vary from campus to campus, but we have included a feasible deadline for each activity.

1. The first activity is for the director to encourage each prospective selectee to visit a program teacher's class sometime during the first semester. The excitement and high level of student involvement which usually characterizes these classes

should generate that initial interest in the program that we seek.

2. Shortly after this, perhaps immediately following the class visit, the prospective selectee should receive the brochure, "This Is TCCP." Contained in this brochure is a brief view of the TCCP as well as some of the specifics of each curriculum area. Also included are brief statements regarding the accomplishments and successes of the program for the past four years.

3. These activities might perhaps be followed by a short interview by the director with the perspective selectee in order to get a preliminary gauge of his impressions of the TCCP as well as to answer questions that might have been raised about the TCCP. This in turn could also serve to indicate the willingness of the teacher to participate in further TCCP orientation activities during the second semester. During the interim period or perhaps earlier, prospective teachers could be asked to complete the Ideal Classroom Questionnaire (Q-A).

4. Very early in the second semester, the director might begin to obtain some information to help in the selection process by distributing the Selection Criteria Chart (Q-B) to appropriate persons. The chart provides a handy mechanism for a frank appraisal of an individual teacher's suitability for a program such as ours. We suggest that the department chairman and dean (in cases where the dean has close contact with the teachers) be requested to fill in the chart. In other situations, the program coordinator and maybe even experienced

program teachers might be sought out for input.

5. We have found in the TCCP that one of the best activities for introducing people to the program is the demonstration class. Not only can the program be adequately explained within the context of a demonstration, but teachers' reactions to the demonstration can be used as a preliminary gauge of their receptivity to the TCCP Philosophy. Thus, we recommend that early in the second semester the director ask the program coordinator or any experienced program teacher to plan two demonstrations to which prospective selectees would be invited. These sessions could be held in each curriculum area and staggered so that the director and others who are responsible for selecting teachers would be able to attend all of them. In some cases, however, it might be more feasible to have the teachers assemble as a group irregardless of curriculum area and to participate in demonstrations chosen from two selected areas. We feel that a special effort should be made to involve the department chairmen in the planning of these demonstrations. In the next few paragraphs, we present a sketch of what these sessions might be like.

DEMONSTRATION I:

This first session would be concerned with giving the teachers a feeling for the philosophy and teaching style of the TCCP as well as an opportunity to sample some of our materials. The following suggested format for the meeting is based upon the idea that involving the teachers immediately is essential.

A. The session could start off with a demonstration by an

experienced teacher in the program, illustrating the TCCP approach to teaching (preferably, some topic that non-program teachers must deal with in their own classes). When necessary, this demonstration might be given by an ISE consultant. However, it might prove to be more effective if a classroom teacher gave it.

B. After the demonstration, which should last an hour or so, questions concerning the teaching philosophy which undergirds such a class demonstration might be discussed. In this manner, the basic elements of the TCCP teaching style and course philosophy would be brought out.

C. At the very end of the session, the teachers should be given selected units and the Statement of the Course.

DEMONSTRATION II:

The lag time between the two sessions should be as short as possible, preferably about a week. But this, of course, might not be possible. In this second session, the intent would be to acquaint the teachers with some of the activities which occur at the Summer Conference, and to give the teachers an overall view of some of the successes of the program.

A. The session, again, should begin with something which involves the teachers directly and immediately. Only this time, it should be an activity which is related to, or similar to one which occurs at the Summer Conference.

B. The session might also be used to allow program teachers to give short eyewitness accounts of some of the activities of the Summer Conference.

C. Toward the end of the session, the director or coordinator might make a statement concerning the accomplishments of the TCCP. This statement could touch on general aspects of the program, including the "hard data" type of evidence such as that found in the TCCP Progress Report, as well as some of the specific information pertaining to the local campus.

D. At this point, the teachers might be asked to complete a questionnaire (Q-C) designed to assess their receptivity to the TCCP and their willingness to attend a Summer Conference (A sample of a suitable questionnaire is included in this packet.)

E. This session should end with the passing out of the Summer Conference Report (short version) and perhaps the Progress Report.

It is possible that the highlights of both sessions could be presented in a single session. But this involves the disadvantage of presenting the teachers with units, reports, etc., all at one sitting, increasing the likelihood that none of it will be read.

6. ISE recommends that during the month of February, the Selection Criteria Evaluation Chart should be completed and that the director meet with the department head, and others who have filled in the chart for the final selection of the teachers who will be in the TCCP. Finally, we suggest that the names of the selectees be forwarded to ISE early in April to facilitate early planning for the Summer Conference.

SUGGESTED SEQUENCE FOR TEACHER SELECTION ACTIVITY

ACTIVITY

Brochures passed out to prospective program teachers; at least one class visit by each teacher.

Interview with director

Selection Criteria Chart (Q-B) distributed to department chairman, dean (teacher-coordinator, where applicable)

Demonstration I; distribution of "Statement of Course"; distribution of selected units

Demonstration II; distribution of short version of Summer Conference Report; Progress Report

Completion of Selection Criteria Evaluation Chart (Q-B)

Department head, dean, director, etc., confer on final selection of teachers

Names of selected teacher forwarded to ISE

Q-A

THE IDEAL CLASSROOM QUESTIONNAIRE

How would you describe the ideal classroom? Here is a list of various attributes. Use a minus sign (-) to indicate those items you consider least important. Then mark with an asterisk (*) the four items you regard as most important. If there are attributes not listed that you consider important, please add them.

_____Students communicate freely with teacher and with each other

_____Students listening intently to a lecture and making notes of salient points

_____Students work displayed around the room

_____Teacher is careful to correct all errors made by students

_____Teacher addresses teaching to class as a body; all students are at the same point of development in the text

_____Students learning by doing; classroom full of activity

_____Students working individually or in groups; may be engaged in same or different activity

_____Classroom very neat; seats arranged in rows

_____Students share and solve problems with each other; teacher serves as a guide and resource person

_____Informal seating arrangement

_____Teacher does all the talking with students politely holding questions until she is finished

_____Classroom shows evidence of projects in process of development

_____Teacher gives careful and complete answers to all students' questions

Q-A (Continued)

_____Variety of supplementary reading materials is readily available

_____Artistic display areas prepared by teacher

_____Students are drilled on concepts until they have been learned correctly

_____Planning and scheduling geared to needs and interests of students

_____Class enrollment under 25 students

_____Students working on activities related to their own experiences

_____Students quick to agree with everything teacher says

_____Developmental centers available in college where students may go to work on skills, reading, spelling, and mathematics

_____Students must give the answer that is in the teacher's mind to get a "good" response from the teacher

_____Teacher alert to student's speech habits; interrupts often to correct them

_____Teacher asks kinds of questions that allow for many answers

_____Teacher more interested in neatness and form of student's work than in the value of its content

_____Students ask many questions; classmates answer or teacher refers to where he might be able to find answers for himself

_____Student may leave class without permission

_____Teacher takes good care of books and materials; keeps them in a particular area when not being used by class

_____Teacher demonstrates by attitude and performance that he has high expectations of success

_____Teacher makes remarks to visitors about student's abilities and backgrounds; doesn't mind if students hear

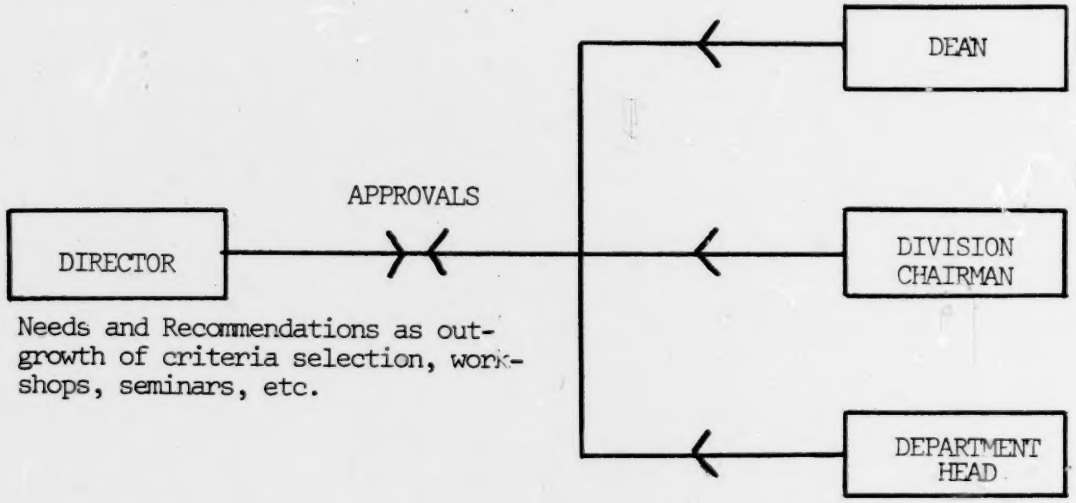
_____Teacher accepts all answers students give; often builds on wrong answers

Q-B

EVALUATION CRITERIA FOR TEACHER SELECTION IN THE COLLEGE CURRICULUM PROGRAM

The selection of teachers for the innovative College Curriculum Program is an immense task due to the very nature of an attempt to evaluate a prospective teacher's educational and professional experience coupled with determining the extent of his commitment to a teaching procedure which has demonstrated its merit many times. We realize that although change in one's teaching procedures may come slowly, effective changes such as those suggested by the College Curriculum Program can be made and these may for the first time really enhance a student's ability to genuinely learn from his active classroom experience.

The teacher's effectiveness in the classroom and his commitment and dedication to use suggested ways and materials to achieve it are thus primary issues which must be confronted fairly and clearly at a very early stage if the College Curriculum Program is to be a success. It is with these thoughts in mind that a set of criteria to be used for the possible selection of College Curriculum Program teachers has been developed. These criteria should be used after the conclusion of a series of meetings and/or activity seminars which serve to acquaint prospective College Curriculum Program teachers with the aims and teaching philosophy of the curriculum program.



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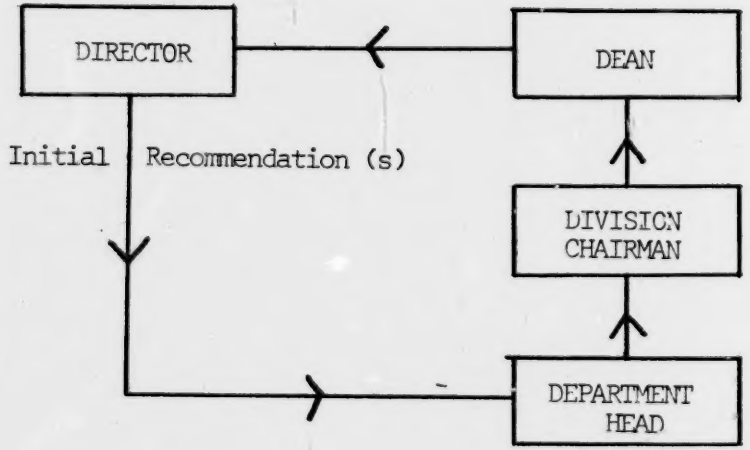

Possible flow charts for use of teacher selection criteria

Q-B (Continued)

	EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	COMMENTS
GENERAL ATTRIBUTES OF TEACHER					
1. He possesses an understanding of basic educational philosophies.					
2. He has a sensitivity to student needs as students perceive them.					
3. He has good rapport with students and respects them as individuals.					
4. He has unusual imagination and creativity.					
5. He is aware of social differences and sensitivities among students.					

Q-B (Continued)

	EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	COMMENTS
GENERAL ATTRIBUTES, CON'D					
6. He has an awareness of cultural changes as well as scientific changes.					
7. He has control of both his intellectual activity and his emotions.					
8. He possesses a willingness to offer guidance services to students inside and outside of the classroom.					
9. He has adequate successful teaching experience.					

Q-B (Continued)

	EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	COMMENTS
GENERAL ATTRIBUTES, CON'D					
10. He has a high degree of reliability and can be trusted.					
11. He works well with his associates and can share ideas with them.					
12. He is open-minded to suggestions on innovative teaching methods. -					

Q-B (Continued)

	EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	COMMENTS
CLASSROOM ATTRIBUTES OF TEACHER					
1. He can balance classroom activities between his leading and participating.					
2. He is able to gain classroom respect through expertise					
3. He listens and responds to students' inquiries openly and fairly.					
4. He is able to generate overt enthusiasm among students.					
5. He accepts student disagreement or challenge with ease.					

Q-B (Continued)

	EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	COMMENTS
CLASSROOM ATTRIBUTES, CONT'D					
6. He understands the developmental rationale of the college curriculum program materials.					
7. He has the potential ability and willingness to execute effectively the college curriculum program student-centered methodology.					

Q-B (Continued)

	COMMENTS
ADDITIONAL CONSIDERATIONS	
1. What is the prospective teacher's major discipline?	
2. What is his area of specialization? (e.g. If he is in social science, is his area of specialization in history, political science, sociology, epistemology, etc.)	
3. Does he have any special interests within the area of specialization? (e.g. If he is in history, what aspect of history, etc.?)	
4. Do you feel that he is competent in his area of specialization?	
5. Do you feel that his area of specialization may be especially useful in this kind of innovative program?	
6. Do you feel that this prospective teacher is willing to commit himself to the extra hours of work which may be necessary to make the program a success?	

Q-B (Continued)

	COMMENTS
ADDITIONAL CONSIDERATIONS, CON'D	
7. Do you feel that he possesses the necessary sense of dedication needed to make his participation in the summer conference a rewarding professional experience?	

Q-C

- TEACHER QUESTIONNAIRE -

The director of the College Curriculum Program, as well as others associated with the program, would appreciate an indication of your impressions or thoughts about the program as you have thus far witnessed it. We would hope that you would jot down some of these impressions, or if you wish, write answers to the questions below.

1. Which of the techniques and methodology used in the demonstrations did you like?

2. Which of the techniques and methodology used in the demonstrations do you think would be effective in an actual student-centered classroom?

3. Which of the program materials you have seen so far would you judge to be of interest to your students?

Q-C (Continued)

4. Which of these techniques could be used effectively in your present classes?

5. What value do you feel that a Summer Conference could have for you?

6. How do you feel about the possibility of your attending the 1972 Summer Conference?